

MASTER OF EDUCATION IN CURRICULUM STUDIES

1.0 INTRODUCTION

There has been a rising demand for postgraduate studies in Curriculum development. It is therefore important to meet this demand for teachers with advanced knowledge in Education by providing relevant programmes. The programme is also designed for persons who want to undertake or upgrade their teacher education and training.

2.0 PROGRAMME OBJECTIVES

The objectives of the programme are as follows;

- a) To prepare persons who can effectively teach in various educational institutions.
- b) To prepare education professionals to undertake leadership positions in the field of education.

3.0 ADMISSION REQUIREMENTS

- 3.1 The common regulations for Masters Degree of Jaramogi Oginga Odinga University of Science and Technology shall apply.
- 3.2 To be eligible for admission into any of the M.Ed. programmes, a candidate must be a holder of any one of the following qualifications:
 - i. At least lower Second class honours B.Ed. degree from Jaramogi Oginga Odinga University of Science and Technology or any other recognized institution of higher learning.
 - ii. Bachelor of Arts (BA) or Bachelor of Science (BSc) degree with Postgraduate Diploma in Education (PGDE) from At least lower Second class honours B.Ed. degree from Jaramogi Oginga Odinga University of Science and Technology or any other recognized institution of higher learning.
 - iii. Such other academic and professional qualification equivalent to Nos. (i) and (ii) above and approved by the Department, the Faculty and Senate.
 - iv. Teaching experience in an educational institution will be an added advantage.

4.0 CREDIT TRANSFER

A candidate may be exempted from some course units and credit(s) transferred from institutions recognized by the Senate, subject to the following conditions:

- a) Must have passed in similar course units at Master's level. Request for exemption should be made in writing to the Director, Board of Postgraduate Studies through the Dean of the respective school and must be accompanied by officially endorsed supporting documents.
- b) Candidates may be allowed to transfer up to one third (1/3) of the total number of course units.
- c) Application for transfer will be processed only after payment of the prescribed fees.

5.0 COURSE STRUCTURE AND DURATION

- a) The Masters' course shall normally take two years covering 4 semesters offered by unit method.
- b) Courses shall be offered in units. A course unit is defined as that part of a semester subject described by coherent syllabus and taught normally over a period of a semester. It is designated as a total of 42 hours of study in a semester. For this purpose, one 1-hour lecture is equivalent 2-hours tutorial or 3-hours practical or any combination as may be approved by the Board of the School.
- c) Part-time students shall be allowed to take not less than 50% of the courses prescribed for the year.
- d) All course units will be taught for a total of 42 contact hours, including examinations except project work which will take 480 hours of practical work and project writing.

6.0 BASIC REQUIREMENTS

All core courses are compulsory; however, students can take additional elective courses up to a maximum of the six units.

7.0 EXAMINATIONS REGULATIONS

University College Examinations rules and regulation shall apply.

8.0 COURSE DISTRIBUTION

FIRST YEAR – FIRST SEMESTER

Course Code	Course Title	Credit Hours
ECTC 801:	Research Methods in Education	(42hrs)
ECTC 802:	Curriculum Theory and Design	(42hrs)
ECT 803:	Instructional Theory and Design	(42hrs)
ECT 804:	Computer Application in Research	(42hrs)

Any two Elective courses from the list below

ELECTIVES

Course Code	Course Title
ECT 805:	Early Childhood Education Curriculum
ECT 806:	Primary School Curriculum
ECT 807:	Secondary School Curriculum
ECT 808:	Higher Education Curriculum

FIRST YEAR SECOND SEMESTER

Course Code	Course Title	Credit hours
ECT 809:	Curriculum Change and Innovation	
ECT 810:	Curriculum Implementation	
ECT 811:	Curriculum Evaluation	
ECT 812:	Education and Human Resource Development	
ECT 899:	Research (Proposal Writing)	

Any one elective

ELECTIVES

Course Code	Course Title	Credit Hours
ECT 813:	Adult Education Curriculum	
ECT 814:	Teacher Education Curriculum	
ECT 815:	Indigenous Education Curriculum	
ECT 816:	Special Needs Education Curriculum	

SECOND YEAR

FIRST SEMESTER

Course Code	Course Title	Units
ECT 899:	Research (Data Collection & Analysis)	9 (Core)

SECOND YEAR

SECOND SEMESTER

Course Code	Course Title	Units
ECT 899:	Research (Thesis Writing & Presentation)	9 (Core)

9.0 COURSE DESCRIPTIONS

ECTC 801: Research Methods in Education (42hrs)

Meaning of research in education conceptualization qualitative and quantitative research in education investigation issues in education research needs in the schools curriculum and instructional setting identify research problems and construction hypothesis literature review and source of literature, population and sampling developing a research proposal techniques and tools of data collection in education ethical consideration organization and analysis of research data. Use of descriptive and inferential statistics in data analysis interpretation of results and writing of research report.

ECTC 802: Curriculum Theory and Design

Curriculum as a discipline and as a programme of instruction: emerging concepts of curriculum development interdisciplinary approach to curriculum development; historical foundations, sociological foundations, psychological foundations, philosophical foundations implications of these disciplines to curriculum theory and practice; developing theories, concept and models for understanding the meaning and process of curriculum development focus of works on selected curriculum scholars such as Ralph Tyler, Hilda Tabá, Jerome Bruner, John Dewey, Ivan Illich and Paul Freire; recent approach to curriculum development concept of curriculum design , models of curriculum designs; problem of scope, sequence, integration, balance, continuity and relevance in designing curriculum.

ECT 803: Instructional Theory and Design

Concept of instructional theory and design; issues and existing research in the use and development of methods and media instructions; instructional design process; factors to consider in designing instructional environment ; resource- based learning ; effect of media in teaching and learning .

ECT 804: Computer Application in Research

Practical experience in use of computer in analyzing and interpreting data ; basic principles in computer operations; basic word processing ;operation of statistical packages to compute descriptive statistics; mean median mode quartile and percentile range standard deviation; computer and inferential statistics; correlation and regression coefficient, t-statistics- F ratio in ANOVA, chi-square; drawings and interpreting simple graphical plots.

ECT 805: Early Childhood Education Curriculum

Concepts functions of early childhood education; nature and needs of the learners ; curriculum for the early childhood education ; goals and objectives of early childhood education; critical examination and analysis of the present early childhood education curriculum; the role of parents, health and nutrition in early childhood education.

ECT 806: Primary School Curriculum

Concepts functions and objectives of primary school education ; the role of primary school in providing basic education evaluation system and its back wash effects on primary school curriculum , the formal. Non formal and informal curriculum in primary education prevocational education in primary school cycle; problems and constraints in curriculum implementation in primary education; a critical examination of current programme in primary schools, focusing on scope, sequence organization resource and relevance; free primary education and curriculum implementation ; examination system and curriculum implementation .

ECT 807: Secondary School Curriculum

Concepts functions and objectives of secondary curriculum; structure and organization for secondary school education; secondary school curriculum; relevance of academic verses vocational curriculum in secondary schools; the secondary schools curriculum and the community ; critical analysis of secondary schools curriculum and approaches to its implementation ; examination system and curriculum implementation

ECT 808: Higher Education Curriculum

Concept , function and objectives of higher education; structure and organization of higher education; higher education curriculum; relevance of academic verses vocational curriculum in higher education ; critical analysis of higher education curriculum and approached to its implementation; constraints and prospects for higher educations

ECT 809: Curriculum Change and Innovations

Concept of changes and innovation ; the need for change and innovation ; style and strategies for curriculum change and innovation; factors influencing curriculum change and innovations ; managing curriculum change and innovation; curriculum innovation projects; curriculum change agents; recent change in curriculum and curriculum development ; curriculum change and innovation at local and international levels; critical analysis of curriculum change and innovation projects.

ECT 810 : Curriculum Implementation

Concept of curriculum implementation; process of curriculum implementation factors of curriculum implementation; key players in curriculum implementation ; teachers ; inspectors, principals; challenges of curriculum implementation; historical background to curriculum development and implementation; process of curriculum development and implementation ; curriculum development agencies ; contemporary issues in curriculum development and implementation.

ECT 811 : Curriculum Evaluation

Emerging concept of curriculum evaluation; curriculum evaluation in relation to other elements of curriculum; theories of curriculum and education evaluation; justification for curriculum evaluations; principle and process of curriculum evaluation; models of curriculum evaluation; a critique of curriculum evaluation systems; curriculum evaluation and research.

ECT 812: Education and Human Resource development

Multifunction of education ; education; training and employment; social contact and social expectation ; career guidance in educational institutions; the school curriculum and the world of work

ECT 813: Adult Education Curriculum

Concept of adult education and adult learner; aims of adult education; adult education curriculum; approaches to the teaching of adults; principles of distance education; adult educators; appraisal of adult educators and adult education

ECT 814: Teacher Education Curriculum

Emerging concept in teacher education; evolution of teacher education teaching and teacher education; various approaches to teacher education with emphasis to the training curriculum; students teacher assessment and evaluation; teacher certification and development; the role of the classroom teacher in curriculum development; the curriculum for training pre school teachers, primary school teachers, secondary school teachers and adult education teachers; current issue in teacher education.

ECT 815: Indigenous Education Curriculum

Indigenous knowledge and indigenous learning system; objectives of indigenous learning systems; methods and techniques of indigenous learning; interface between indigenous and conventional education system; philosophies of Julius Nyerere, Paul Freire, Iva Illich and others; problems of westernization of Africa Education.

ECT 816: Special Needs Education Curriculum

Concept of special needs education, integrated schools versus special schools; forms of curriculum for special education; development of special education; teacher education for special education; assessment of special education needs; problems and constraints in provision of special education.

ECT 899: Research

The student, under the guidance of supervisors will select a research topic, develop research proposal, collect data, write a thesis, defend and present it.